

DIDACTIC UNIT

A SMALL WORLD IN MY CLASSROOM

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A SMALL WORLD IN MY CLASSROOM

1. - INTRODUCTION

This didactic unit is one of the fifteen that I have designed for my syllabus. It is for the second year of the third cycle of Primary Education, 6th level.

This group is made of 20 learners, two of them are from Lithuania and Morocco, they express themselves correctly and they have not interferences of its mother tongue. My didactic unit treats to favour a Meaningful Learning, from the previous knowledge of the learner, to try the interaction of the group and the cooperative work, to favour learning to learn, to promote functional learnings, to globalize the teaching-learning processes and to promote the active role of the learner.

This Didactic Unit will be boarded at the end of the second term and it will consist of 6 sessions, the topic is COUNTRIES and NATIONALITIES and I have titled it “A SMALL WORLD IN MY CLASSROOM”.

2. - OBJECTIVES

At the end of this unit children should develop the following capacities:

1. Learn vocabulary about *countries and nationalities*.
2. Understand oral and written texts about countries and nationalities, and use the information, both global and specific, which these texts transmit.
3. Read simple texts to obtain specific information about different countries and customs.
4. Produce written texts and talk about your foreign partners.
5. Show an attitude of acceptance and respect towards other countries and its people.
6. Use verbal and non-verbal strategies to facilitate communication between children to carry out information gap activities.
7. Read and say a poem taking care of the intonation and rhythm.
8. Establish relations among meaning, pronunciation and graphic representation of some words related to *countries and nationalities*.

4. - CONTENTS

As a vehicle to develop the capacities expressed by this objectives I have propose the following contents.

Conceptual Contents

- a) Countries: Morocco, Spain, Lithuania, Romania, The Sahara, Bulgaria, Russia, Germany, China, Africa
- b) Nationalities: Moroccan, Spanish, Lithuanian, Romanian, Saharawi, Bulgarian, Russian, German, Chinese, African

Procedural Contents

- c) Asking and saying where they are from
- d) Reading texts about different countries
- e) Talking about the countries their partners are from
- f) Talking about their experiences
- g) Asking for personal information
- h) Locating countries in a map.
- i) Writing and talking about past actions
- j) Saying a poem

Attitudinal Contents

- k) Being conscious about the problem of immigration in Spain.
- l) Showing interest and respect towards ways of life in their partners' countries.

Classroom Language

Are you ready to start the class? Pay attention to me, look at the map, point to the countries.

Pronunciation

Intonation: Read the poem “The world is a Rainbow” using the appropriate intonation.

Previously Acquired Knowledge

The weather, jobs, knowledge of basic aspects of Geography

Cross Curricular Issues



Education for Peace: Also the procedures suggested, we are going to try to promote coexistence and group work. The approach to other cultures through the English language favours the attitudes of respect towards other societies, cultures and towns.

Detail about peace Next and in order that the coherence between the elements of this didactic unit can be appreciated, I will show as the contents above cover the totality of the objectives I have proposed and that therefore, there are not any objective that cannot be fulfilled by lack of a suitable content.

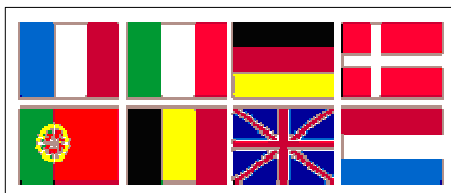
OBJECTIVES	1	2	3	4	5	6	7
CONTENTS	a, b	c, e	d	f, g, i	k, l	g	h, j

5. - ACTIVITIES

Once I have related the objectives to their corresponding contents I am going to describe the activities that I have designed for the development of this Didactic Unit. The activities will be of different types: Introduction-Motivation, Previous Knowledge, Development, Reinforcement and Extension (for the attention to pupils with specific needs of educative support) and Synthesis.

LESSON 1

- ✗ I will begin the first lesson with a presentation and motivation activity. The idea is to introduce to the student in the topic that we are going to work. We will make this introduction in an attractive way to get our pupils imply themselves in the contents that



we are going to treat. **At the beginning of the lesson, I will give to my learners some flags and we will hang them on the walls.** We

will talk about immigration in Spain and the immigrants who coexist with us.

Flags to decorate the classroom

Grouping: Whole class work. Resources: Flags. Time: 10 minutes.

- ✗ The aim of the next activity will be know the previous knowledge of our learners. **Where are you from? Brainstorming about the nationalities of the children in the classroom and in the school.** *Grouping: Whole class work. Skills: Listening and Speaking. Resources: the blackboard. Time: 10 minutes.* At the end of the activity, we will gather the more relevant data we have noticed. On the one hand this will allow us to review the Didactic Unit and on the other hand to collect data for the initial evaluation.

- ✗ The first **development activity** consist on:
Listen and repeat. Listen to a recording about countries. Children listen twice a recording about the names of some countries, then they have to repeat what they have listened.
Grouping: Whole class work.
Skills: Listening and Speaking. Resources: the recording. Time: 10 minutes. This activity is connected to **objective number 7, to say the words related to countries taking care of the pronunciation.**

✗ The second development activity is:

Listen and say the number. Look at the map, listen to the recording and say the number of the country you listen to.

Grouping: Whole class and pair work. Skills: Listening and Speaking. Resources: the recording and a map. Time: 15 minutes. This activity is connected to **objective number 2, to understand oral texts.**

✗ The last activity for this lesson would be:

Ask and answer. Ask your friend about the recording, and then write the answers in your notebook. Where is Darius from? Where is Romania?

Grouping: pair work. Skills: Speaking and Writing. Resources: recording and the notebooks. Time: 15 minutes. This activity is related to **objective number 4, to talk about/with your foreign partner and to write about him/her.**

LESSON 2

Once we have finished the first lesson, I will continue describing the activities for the second lesson. The activities of this lesson will be all of **development**.

✗ The first activity for this lesson is:

Read and match. Read some extracts and match to the children. For example: Hi! I'm from China. I Really like English and Kung fu. Who am I? And children must match to Li.

Grouping: Individual work. Skills:

Reading. Resources: a worksheet with the extracts and photographs. Time: 15 minutes.

This activity is related to **objective number 3, to read simple texts to get specific information about different countries.**

✗ As the second activity I have designed the following:

Complete the sentences looking at the pictures: It's snowing and cold in ... There are camels in ... It's hot and sunny in ...



A picture from the

activity

Grouping:

Individual work. Skills: Writing. Resources: a worksheet. Time: 10 minutes. This activity is connected to **objectives number 2 and 7, to use the information which these pictures transmit and take care of the graphic representation of words related to countries.**

✖ The third activity:

Look at the pictures and choose the correct answer. (Multiple choice). Children look at the worksheet, in it, there are some pictures, looking at them, and they have to circle the correct answer. For example: Where can you see a camel?

A) In England B) In Poland C) In the Sahara.

Grouping: Individual work. Skills: Reading and Writing. Resources: a worksheet. Time: 10 minutes. This activity is related to **objective number 2, to understand the information that those pictures transmit.**

✖ The fourth activity:

Listen, read and match. Listen to the story about Mohamed, a Saharawi child who arrived in Spain. Then read it and match the paragraphs to the pictures.

Grouping: individual work. Skills: Listening and reading. Time: 10 minutes. This activity has to do with **objectives number 2 and 3, to understand oral texts and to read simple texts to get specific information.**

✖ To finish this lesson:

Listen to the story and number the pictures. Children have to listen to the story about Mohamed again and then they have to number the picture to order the story. Then we will check the answers and we will comment the story.

Grouping: Individual work. Skills: Listening and Speaking. Time: 10 minutes. This activity is connected with **objectives number 2 and 5, to understand oral texts and to show an attitude of acceptance and respect towards other countries and its people.**

LESSON 3

Next we are going to the third lesson; all the activities in this lesson will be of **development** too.



✖ The first activity:

Listen to the story “From Bulgary to Spain”. Act it out.

We *Picture to follow the reading* are going to listen to a story about a girl that came to Spain before she was adopted. Then, in groups of three, children will have to act it out.

Grouping: Whole class work and groups of three. Skills: Listening and Speaking.

Resources: the recording. Time: 30 minutes. This activity has to do with **objectives number 2, 5 and 6, to understand oral texts, to show an attitude of acceptance and**

respect towards other countries and its people and to use verbal and non-verbal strategies to facilitate communication.

✗ The second activity:

Read and match. Children will read some sentences extracted of the story and they will have to match them to the different scenes.

Grouping: Individual work. Skills: Reading. Resources: a worksheet. Time: 10 minutes.

This activity is related to **objective number 3, to read simple texts to obtain specific information.**

✗ And the last activity:

Complete. Listen and check. Students have to fill in the gaps in the sentences about the story. Then they will listen to the story again to check their answers. Where Anica found Dimitri? Anica found Dimitri in

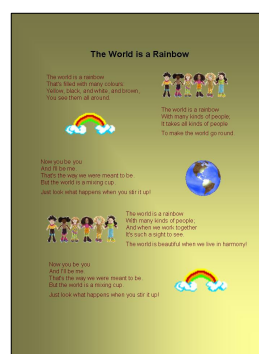
Grouping: Individual and whole class work. Skills: Listening and Writing. Resources: the recording and a worksheet. Time: 15 minutes. This activity is connected to **objective number 2, to understand oral texts and use the specific information which these texts transmit.**

LESSON 4

Now, I am going to explain the lesson 4:

✗ Activity 1:

Listen and say, then write the poem “The World is a Rainbow”. Children will listen to the poem, and then they will write it. After that the class will be divided into two teams, and then each team will say a paragraph of the poem. *Grouping: Whole class and individual work. Skills: Reading, listening, speaking and writing. Resources: the recording and the poem. Time: 20 minutes.* This activity is related to **objective number 7, to read and say a poem taking care of the intonation and rhythm.**



The World is a Rainbow

✗ Activity 2:

Listen and number ordering the paragraphs of the poem. Listen to the poem again

and then number the paragraphs in the correct order and then write it in a sheet and draw a picture related to it.

Grouping: Individual work. Skills: Listening and Writing. Resources: the recording and a sheet. Time: 10 minutes. This activity is connected with **objectives number 2 and 3, to understand oral texts and to produce written texts.**

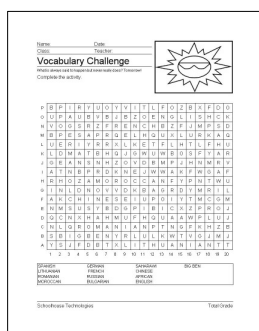
✖ Activity 3:

My partner's life. Write about your partner's life, to do it you can answer him or her the information you need. You can write about their parents' jobs when they lived in their native country, how their houses are there, and so on.

Grouping: Individual work. Skills: Speaking and Writing. Resources: a notebook and a pencil. Time: 25 minutes. This activity has to do with **objectives number 4, 5 y 6, to produce written texts about your foreign partners, to show an attitude of acceptance and respect and to use verbal and non-verbal strategies to facilitate communication.**

LESSON 5

For the fifth lesson I have designed the following development activities:



✖ Activity one:

Word search. Look for the nationalities you know. Then, write the name of their corresponding countries.

Grouping: Individual work. Skills: Reading and Writing. Resources: a worksheet. Time: 15 minutes.

This activity is related to **objective number 1, to**

learn vocabulary about countries and nationalities.

Word search worksheet

✖ Activity two:

Play a game. "Where is s/he from?" A child puts on a typical item of clothing from a country and the other children have to guess the country.

Grouping: Whole class work. Skills: Speaking. Resources: Realia. Time: 20 minutes.

This activity has to do with **objective number 6, to use verbal and non-verbal strategies to facilitate communication.**

✖ Activity three:

Countries dictation. Complete a map writing the names of the countries in the correct place when you listen to the name of the country, and then stick the pictures of the people who live there.

Grouping: Individual work. Skills: Reading and Writing. Resources: a map. Time: 15 minutes. This activity is related to **objectives number 1 and 2, to learn vocabulary about countries and to understand oral texts.**



Map to label

LESSON 6

In this last lesson we will carry out the **reinforcement and extension activities**, these two types of activities will be made at the same time. While a group is solving the reinforcement activities, the rest of the class will solve the extension activities. The reinforcement activities are for students with a slower pace of learning that have not reached the aims we have established, because they have not solved successfully the development activities. The extension activities are designed for the students who have solved the development activities proposed successfully, and in this way they continue extending their knowledge on the contents of the Didactic Unit.

- ✖ I am going to start describing the first **reinforcement activity** I have designed. **Check the map and find the mistakes.** Children have to look at the map to find the mistakes. Once they have found them, they will have to write them correctly. *Grouping: Individual work. Skills: Reading and writing. Resources: a map. Time: 15 minutes.* This activity is connected with **objective number 1, to learn vocabulary about countries.**



Map used in this activity

- ✖ The second **reinforcement activity:** **Where is Wally? Hide and seek.** Hide Wally in the map. Children have to find him. To find him they have to ask questions such as: Is he in Tunisia? No, he isn't ... *Grouping: reinforcement group. Skill: Speaking. Resources: a map. Time: 15 minutes.* This activity has to do with **objectives number 1 and 6, to learn vocabulary and to use verbal and non-verbal strategies to facilitate communication.**

- ✖ The first **extension activity** would be:
Complete the following sentences. Look at the pictures and complete the sentences

writing the past tense verb forms correctly.

Grouping: Individual work. Skills: Writing. Resources: a worksheet. Time: 10 minutes.

This activity is related to **objectives number 4 and 7, to produce written texts and to take care of the graphic representation of words.**

✖ Next the second **extension activity**:

Write about you partner's life. Write a text about your partner, you can ask him/her the information you need.

Grouping: Individual work. Skills: Speaking and Writing. Time: 20 minutes. This activity is connected to **objectives number 4 and 6, to produce written texts and talk about/with your foreign partners and to use verbal and non-verbal strategies to facilitate communication.**

✖ The last activity of this lesson and this Didactic Unit will be a **Synthesis activity**. With this activity we will try our students make a summary of they have learnt and it shows us what activities they have liked more, which have been more amusing, what has learnt with this didactic unit... The way to carry out it will be the following one: **Make a poster about a country**. In groups of four, children have to make a poster about the country they like, in which customs, people and monuments must appear.

Grouping: group work. Resources: magazines, newspapers, scissors, glue. Time: 25 minutes.

✖ At the end of this lesson, our learners complete a **self assessment** checklist.

My Diary: The best of this unit...

Grouping: Individual work. Reading and writing. 5 minutes.

6. – ASSESSMENT PROCEDURE

At the end of this unit I will assess my students learning process and my own educational practice.

Evaluation of the learning process

This evaluation is formative and continuous. This will allow us to detect the difficulties at the same moment of its appearance and to propose the necessary measures to avoid the failure, as the reinforcement and extension activities that I have made mention above.

Along the didactic unit we will carry out some types of evaluation:

- An **initial evaluation** by means of a brainstorming to know the previous knowledge (first lesson).

- An **evaluation of the process** in which we will apply the following evaluation criteria:
 - Identify and use the vocabulary of countries and nationalities.
 - Understand oral and written texts about countries and nationalities.
 - Produce written texts about their partners' experiences.
 - Show interest and respect towards their partners' countries and culture.
 - Locate different countries using a map.
 - Say the poem "The World is a Rainbow"
 - Use verbal and non-verbal strategies to facilitate communication.

We will register all these criteria with the following degrees: yes, in process, proposal of improvement.

- And finally we will carry out a **final evaluation**, we will make a summative valuation of the taken ones during the process, its estimation with the initial evaluation will give us the level of reached profit.

Evaluation of the teaching process

To deal with this evaluation, we will propose the following criteria:

1. The activities have been motivating
2. The objectives have been clear
3. The contents have been adapted

4. The interaction between the students has been made possible
5. I have favoured a meaningful learning
6. The topic is interesting for our students
7. The level of difficulty of the activities is appropriated to my learners

All these criteria we will register them with the degrees: if, propose of improvement

The **instruments** we will use to evaluate will be the **Registers** to apply the proposed criteria, the **Anecdotal Registers** to take note from those unexpected aspects that are meaningful, the **Classroom Diary** where we will write down the most relevant of each day, the **Scale of Qualifications** to evaluate some precise aspects and the **Portfolio** in which each learner will file the best works of each unit.

7. – CONCLUSION

The main aim of my educative intervention is to favour the development of my students and that is the major purpose of this Didactic Unit. In order to get it, I have used a series of didactic objectives that are the concretion of the cycle objectives to the features of the students of my classroom. I have tried that all these objectives can be fulfilled, looking for the appropriate contents. In addition, I have considered that the activities I have designed, contribute to the development of these contents and the achievement of the objectives I have established. For this reason, I have been indicating the objectives that I am going to work with each activity; also I have made a graph in which the relation between contents and objectives can be appreciated and in this way to give coherence to all the elements of my didactic unit.

Another important aspect that I have treated has been the attention to the diversity, since our classrooms are heterogenous and for that reason, all our students do not have the same learning paces, so, this tool is another measurement we can use to adapt the curriculum to our educative reality.

In order to conclude, the Teaching and Learning process and the curricular elements must be assessed, so, for this reason I have established evaluation criteria that we can use to guide us, and the instruments that will help us to make this task. In this way I will review my work, I will be conscious of my failures and thus I will be able to correct them at this moment and I will bear in mind for future works.

7. - BIBLIOGRAPHY

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